

Positive Benefits of SAGE as Described by Participating Schools in their 989 End Of Year Reports

<i>district name</i>	<i>school name</i>	<i>Prog Narrative-Positive Benefits</i>
Adams Friendship	Adams-Friendship Elementary	There are many positive benefits of the SAGE Program. I believe the most important benefit of the SAGE Program is the 1-15 student teacher ratio. The 1-15 ratio has allowed us to be more specific when meeting individual needs and it gives us an opportunity to give students more individual attention that they so desperately need. Finally, I believe it gives staff members the overall hope that they can meet individual needs when given the opportunity.
Adams-Friendship	Castle Rock Elementary	The most positive benefit of SAGE has been the opportunity to do more teaching and less disciplining. This is due to the smaller class sizes. Smaller classes also enabled us to give all students quality, individual attention and instruction every day.
Antigo	Mattoon Elementary	Last year 30/31 students in Kindergarten per one teacher. This year 15:1 ratio. During second semester teachers were challenged to stay ahead of the children academically in kindergarten. Behavior and social problems greatly reduced. Last year as principal almost daily I was involved with kindergarten student discipline. This year I could count the times on one hand. Identified CD child made significant progress to try Grade 1 in Regular Ed.
Appleton Area	Foster Elementary	The SAGE program has been very beneficial to Foster School. SAGE has allowed staff to better support developmentally appropriate practices and district Core Values. Staff is better able to provide for student needs, especially in the area of early literacy development and math concepts. Classroom teachers have developed close working relationships with families and can give them extra time and support needed. Greater home/school communication has been established. All schools should be SAGE schools.
Appleton Area	Jefferson Elementary	The SAGE program has allowed us to significantly lower our pupil teacher ratio in kindergarten and first grade. In the fall we look forward to adding second grade to SAGE. SAGE has allowed our staff a chance to focus more time and attention on the needs of all of their students. Our staff now has time and energy to provide remediation where needed as well as enrichment for the boys and girls on the other end of the spectrum.
Ashland	Marengo Valley Elementary	1) Students able to focus better on learning tasks due to fewer distractions because of small class size. 2) Less time needs to be devoted to discipline problems which allows for more learning time. 3) Closer relationship is established with students due to smaller class size. 4) Able to give greater amount of individualized instruction to students. 5) Fewer students in a classroom provide more space for activities/projects.
Baraboo	South Elementary	The excitement from teacher attitudes to student success to parent relief all make SAGE worthwhile. We are fortunate to be able of this program. We look forward to expanding the program to service more students. It is heartwarming to see some of our less fortunate students make so many gains by the end of the year. We feel like professionals making a difference in the lives of our students. The SAGE program has renewed our commitment to educating children. We are empowered!
Beloit	Robinson Elementary	At the Kindergarten level a comparison in number of students who exited being able to read has risen from 28% pre-SAGE to over 80%. Teachers are much better able to know students and their families and to meet their needs. Families are much more involved in coming to the school after hours with the increase in opportunities to do so, including: Family computer Nights, Family Math, Reading, Science, and grade level potlucks and MegaSkills. 93% of the students in grades K-3 met or exceeded our rigorous curriculum proficiency standards. For the last two years we have had 100% attendance for all SAGE classrooms at both fall and spring Parent/Student/Teacher conference.

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Bowler	Bowler Elementary	The following quotes are from kindergarten and first grade teachers in our school benefiting from the SAGE program: "Much more students success. Higher levels of student achievement. Much more individual work. Much more student confidence. All performance objectives for the SAGE program were met. It's amazing the success I'm seeing in my students, it's greater than any other year. I can contribute all of the success of this school year to the lower class size, and having an additional person in the room with me. The children's scores say it all!"
Boyceville Community	Tiffany Creek Elementary	The most noticeable and significant pay off from SAGE programming is the teacher's attention to individual student needs and related family issues. There is a dramatic increase in family contacts and a teacher's ability to provide parents with specific information about their child's learning and direction in improving learning opportunities at home. The staff have more energy to deal with student/family issues both during and after school hours. The teacher morale has improved leading to positive changes in the classroom and in the building as a whole. There are many more ideas and activities planned and implemented as result of manageable class sizes and work loads.
Clayton	Clayton Elementary	The most positive benefit of the SAGE program ahs been more one-on-one teacher contact with students. There are more teachers per grade level to collaborate with for lesson planning. We have also seen more progress with our low achieving students. The SAGE program has also encouraged out of district people to open enroll their children at Clayton because of smaller class sizes and student's successes in the academic areas.
Cudahy	Parkview Elementary	The students, staff members, and parents have definitely benefited from the SAGE Program. Academically, the teachers have been able to better meet the individual needs of the students hand have been able to cover more content. A stronger bond appears to develop between the teacher and students. The students also develop a closer relationship with each other. They become more understanding and accepting of their differences. The parent-teacher relationship has also developed to a point where there is either daily or weekly contact. This certainly helps student growth when the parent-teacher team works together to meet the student's needs academically and socially.
Fond du Lac	Chegwin Elementary	Significant academic growth as noted on all SAGE performance objectives. The focus on students performance in SAGE grades extended to all grades, K-6. Documented growth especially in writing was seen. (Our 4th grade WSAS holistic writing score rose from 3.1 in 1998 to 3.5 in 1999). Teachers have remarked favorably about the periodic feedback given in regards to tracking student achievement of goals and objectives. The amount of time and numbers of students involved in before and after school activities was also a plus. Our drama club performed on a number of occasions around the community. Two of the Odyssey of the Mind teams received second place awards at Regional competitions! Family support of these events is exciting!
Gilman	Gilman Elementary	1. Teachers are much more attuned to the individual needs of students and do a much better job of meeting them. 2. Teachers are much more attuned to the level of students academic achievement and are more dedicated to improving it.
Glidden	Glidden Elementary	Smaller class size has resulted in more individualized attention, smaller more intense groups, and a quicker identification of problems. There has been more monitoring of individual progress, behavior problems are dealt with quicker and there has been a noticeable increase in self-esteem. There is more time with smaller classes for instruction and time for planning and carrying out special activities. Teachers spend more time with parents at parent-teacher conferences and have more parent contact more frequently. There is time for the National Honor students to read to the K-3 students and model positive behavior.

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Green Bay	Jefferson Elementary	<p>The SAGE program has allowed us to expand all-day Kindergarten. Although we had a full time Kindergarten classroom before SAGE, funded through our Title I grant dollars, the SAGE funding allowed us to have the 15-1 ratio and all day kindergarten in all kindergarten section. Teachers also have the opportunity to become more intimately involved with students and deal with children's emotional and physical needs by spending more time discovering each child's needs. Small group instruction has had a significant impact on the range of learning which takes place compared to years prior to SAGE. Parent involvement through home visits and invitations to volunteer in school, have breakfast or lunch with their child, attend field trips with children, share literature nights, evening family meals at school, and simply connecting more effectively have been made possible because of additional financial support from SAGE. Staff development opportunities have greatly improved with additional resources. Sharing of information learned through these workshops occurs more readily as teachers have more common planning time, and resources to obtain substitute teachers for longer blocks of times which are then planned for common goal setting and evaluation. In addition, the resources have enabled us to purchase more learning materials, particularly books, for children to use at school and at home. Although many services to children and families were available to prior to SAGE, the program has allowed us to make expansions and refinements to programs while expanding areas still needing to be addressed. The implementation of a 15-1 class size model has had a significant impact for the children at Jefferson Elementary.</p>
Kickapoo Area	Viola Elementary	<p>Top Ten Reasons Why Smaller Class Sizes Work For Us: Fewer discipline problems; Students have better relationships with other children; Students have better relationship with teacher; Improvement of a faster rate of higher achievements; Feeling of a more accurate account of meeting individual needs; Students feel more success; Students increase self confidence; Immediate, Almost instantaneous feedback; Students have more accountability with sharing ideas and volunteering information; Teacher has more teaching/instructional time with the fewer distractions and fewer discipline problems to deal with.</p>
La Crosse	Franklin Elementary	<p>There is little doubt in our mind that his program benefits students, academically, socially, and emotionally. We have seen this in the SAGE testing program and in the daily observations of teachers and their interactions with their students. Our state representative, Mike Huebsch and our state senator both call the SAGE program a prevention program and are supportive of it. The La Crosse Tribune called SAGE a good investment in children. Teachers report that they know their students better and have a better chance to meet their needs. They also report that there is a more relaxed classroom atmosphere and students support each other. If we are serious about making a difference for children, particularly for poor children, we will provide small class sizes for elementary age children. We are glad to see class size reduction in the early elementary years is a state and national priority.</p>
La Crosse	Hamilton Elementary	<p>Hamilton during the 1998-99 school year scored within the 90% rule in three out of our tested areas. During the 1997-98 school year, Hamilton had 0 areas within the 90% rule. Because of the small class behavior problems are decreasing despite poorer students.</p>
La Crosse	North Woods Elementary	<p>The smaller class size is making a difference. Teachers find that no child is slipping through the cracks. We have a much better handle on the assessment of every child. In the past, only the most needy surfaced. Now all children are getting much more attention.</p>

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Lac du Flambeau	Lac du Flambeau Elementary	We are extremely pleased with the outcomes which occurred as a result of SAGE. Students in SAGE classroom evidenced significant gains in mastery of academic benchmarks as measured by our ABACUS Management program and the performance objectives for SAGE classrooms were exceeded. Student involvement in SAGE after school activities has exceeded our expectations. The number of staff members involved in directing these activities has been very impressive. SAGE teachers have indicated that the smaller class size has had many positive benefits regarding student achievement and their ability to each more creatively and address individual problems. The overall very positive attitude toward SAGE is evidenced by the Board's decision to reduce teacher/student ratio to not more than 1/15 in grades 4 and 5 for the 1999-2000 school year.
Ladysmith-Hawkins	Ladysmith Elementary	SAGE Programming has many positive benefits Perhaps most crucial to improving academic achievement is the reduction of class size in grades K-3 to 15:1 or less. Not only does this reduction allow for academic improvement, it also provides parents and the community with the vision that the needs of these small children can be met by low pupil-teacher ratios. Common planning time for teachers facilitates curriculum building, which was much more limited prior to SAGE. Although SAGE has been implemented in our school for only 4 months, this program has dramatically impacted our students, staff, and community in a very positive way.
Madison	Mendota Elementary	Excellent results on our reading/math goals. Teachers reading every day 1:1. Fewer referrals to time outs and more time on task. Better parent partnerships. Teachers beginning to work together as a team to set and achieve goals. Extra money to buy seriously needed materials.
Madison	Midvale Elementary	The SAGE program is the way we need to educate our children. Going into SAGE for the first year, I knew reduced class size would have a positive impact on student achievement, but I had no ideas how large the impact would be. Tallying the results of the SAGE goals, the students met the goals, for the most part. We knew we set our expectation high, and the student reached them. The other impact is that reduced class size allows the teacher to get to know each child as an individual learner. A teacher commented to me that she felt she knew her students prior to SAGE, but now she knows the student so well that she is continually taking the individual child to their next teaching point. As a staff, we are talking about what children are learning and how they are progressing towards the SAGE goals which are the district performance standards. We are using our assessment to drive instruction because we know that will allow children to reach the goals. After tallying the SAGE goals, it was clear which children we need to closely look at for EEN services and which children are soaring. All of this drive systemic programming for the 99-00 school year. SAGE, along with staff development, is the way to get ALL children to be readers, writers, and mathematicians.
Menomonie Area	River Heights Elementary	More individualized student contact; increased instructional time; learning allows for updated, on-going student assessment so teachers can plan for identified needs; enhanced ability to meet the needs of ALL students; time to listen to the children, yield greater self-worth, and in turn greater student achievement; less discipline problems; increased parent/teacher communication; more follow-up time; teaming allows for uninterrupted instruction.
Milwaukee	Allen-Field Elementary	Collaboration among SAGE teachers; collaboration between SAGE partners. More help to students based on individual needs. More planning time than other teachers. Instruction focused on specific objectives aimed to improve student achievement. Assessment based on work samples and the Meisel's Work Sampling System. Reduction in the retention rate for first grade students.

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Milwaukee	Browning Elementary	1) Without SAGE we would not have been able to expand our K5 program to all day. 2) Additional staff allowed us to greatly expand the number of students receiving SRA Direct Instruction Reading along with their basal reading instruction. All 1st graders received instruction. This produced the following: less 1st grade retentions, and more students moving to Grade 2 reading on level. 3) All staff directly involved with the implementation of SAGE have experienced positive feedback.
Milwaukee	Longfellow Elementary	There are many positive benefits of the SAGE program. It is a program that works. Children benefit in terms of being successful and achieving academically. Because SAGE expands to the third grade, students are able to build on their prior knowledge and build their successes as they move up the grade level ladder. Teachers benefit in terms of observing their good teaching practices having an impact on their students. They can feel comfortable knowing that all of our children regardless of ethnic background or economic status can learn and that they can teach them.
Milwaukee	Sherman Elementary	SAGE has allowed teachers to concentrate on teaching time and student needs. Students are receiving more valuable help. The tutoring component allows us to give more help to students who needed it.
Milwaukee	Story Elementary Elementary	More opportunity for individualized attention to students. Greater flexibility/more opportunities to address both social and academic needs of students.
Necedah	Necedah Elementary	See attached narratives provided by the Kindergarten and First Grade Teaching Teams. (lengthy)
Northwood	Northwood Elementary	First grade went on four field trips. Extra supplies able to purchase. Extra teacher in kindergarten. More individualized instruction.
Prentice	Ogema Elementary	Public confidence in the educational of students of our district with smaller ratios of teachers to students. Teachers enjoy working as team teachers. Allows for enhanced achievement and finding each individual needs of students in a classroom. Students have more time in the classroom setting to read books for pleasure.
Prentice	Tripoli Elementary	Public confidence in the educational of students of our district with smaller ratios of teachers to students. Teachers enjoy working as team teachers. We have less discipline problems in these K-3 areas. More time can be spent on assessments and evaluating each student's performance on tasks. Enhanced achievement and finding individual needs of students in the classroom. Students have more time to have students read for pleasure in their classrooms where academic subject areas took most of the daily time.
Racine	Giese Elementary	Teachers are able to give more time per student per subject. Less discipline problems being sent to the principal. Students are grasping reading skills earlier. Students are showing more positive self esteem. Students are more cooperative as a whole. Parents are visiting and attending school functions more.
Sheboygan Area	Jefferson Elementary	The first year of the SAGE program had many positive benefits: All-day kindergarten allowed more instructional time to be provided. Many students were reading by the end of the year. Teachers had more opportunities to obtain resources for instruction through the SAGE budget. The SAGE Advisory Council provided more parent and community involvement into decision-making in school matters. Additional staffing through the SAGE budget allowed the staff to provide greater parent involvement and extended learning opportunities. The small class size has allowed teachers to meet individual student learning needs.

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Sheboygan Area	Washington Elementary	We expanded our programming for students after school hours by contracting with Boys/Girls Club to offer activities for students on Tues. all second semester. Next year, this will be expanded to all Tues. for the year. We have offered more programs for families and community, including a Preparing for Citizenship for Hmong adults, parenting programs, and parent-child activities. We have plans for numerous family activities we call "Come On Along" trips to various programs and activities in our community. We are developing plans for "Dad and Me" activities to increase fathers' involvement with their children. We are also seeing the benefits of smaller classes on student achievement. We have been able to provide more early interventions and tutoring of individual students before, during, and after school. SAGE gave us an opportunity to expand our kindergarten program to full-day and we are seeing student progress increase.
Siren	Siren Elementary	The SAGE Teachers continue to show improved attendance and move involvement in programming. An increase of student achievement at younger chronological ages. Reading scores are improving. Parental support is strong. 90% participation at conferences - up from 84%. SAGE enables us to open the school before and after regular hours. SAGE provides for a Pre K-2 summer school program. New Elementary wing addition to our facility is designed to include the SAGE program components. Free breakfast and lunch during summer program. Collaboration with SAGE teachers has increased.
Stanley-Boyd Area	Boyd Elementary	Smaller class sizes enable more one on one help. More time to help lower and higher children. More time to spend with parents at PT conferences. More time to contact and keep in touch with parents. Teachers can physically reach all students during a lesson.
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Stevens Point Area	Jefferson Elementary	More one-on-one. Fewer behavioral issues. Get to know students better. Get to know parents better. Creative movement class. Senior citizen involvement. Tribes training. More supplies. Learning Center. Family Science. Technology. Bonded as a class with teacher. Group cohesion.
Suring	Mountain Elementary	The academic performance of the children has improved greatly. The WRCT Test scores are higher than the non-SAGE grades in this district. The individual time spent with each student contributes to this aspect. The students are better prepared for independent study and work in the next grade. The low class sizes allow the staff to make home visits for parent-conferences. The amount of parent involvement is high through the building. We planned many week-end/weeknights of family activities (dinners, concerts, shows, brunches, picnics) to combine fun with academic activities to be done as a family unit. The success level was outstanding.
Suring	Suring Elementary	We were able to bring more parents in the school through dinners, musical presentations, storytellers, tree planting and Smokey the Bear activities.
Wauzeka-Steuben	Wauzeka Elementary	The most positive aspects of the program have been results, knowing the students better, that kids are really reading better in grade one, and that the program helps all special needs children, including gifted and talented.
Webster	Webster Elementary	One-on-one attention, more concentrated efforts in reading, math and language arts curriculum.